

# Information Skills Integration Strategies

## Grades 3-5

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#### Focus Areas

The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

#### **Competency Goal 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

- 2.04 Develop and express personal criteria for selecting resources for information needs and enjoyment.
- 2.04.1 Media coordinators/classroom teachers identify ways to locate resources (e.g., automated circulation system, NC WISE OWL).
- 2.04.2 As a group activity identify and locate reliable online sources. Create bookmark files on content related topics.
- 2.04.3 Community Leaders: Real or Make Believe?
  - a. List community leaders regularly featured on TV (e.g., police, firemen, teachers).
  - b. Create a chart to compare their TV image with real life and suggest reasons for the difference:
- 2.04.4 Create an introduction to the study of NC view a travel video about North Carolina produced by the NC Bureau of Tourism. Visit Carolina Clips and Virtual Visits on the NCDPI Website <http://www.dpi.state.nc.us> .
  - a. Discuss information included in the film and why it might attract tourists.
  - b. What kinds of information about North Carolina were left out? Why? Develop a reading log listing under each title why it was particularly enjoyable.
- 2.04.5 As an introduction to the study of a state, country, region, or continent, view a documentary or educational film about the area of study.
  - a. Record information using graphic organizers in categories (e.g. People, Landforms, Customs, Products, etc.) Post the chart.
  - b. Have students work in cooperative groups to look for information about one of the categories
  - c. Compare information and copyright dates with that given in the film.
  - d. Report findings of similarities and differences to the class.
  - e. Discuss possible explanations for differences.
- 2.04.6 Decide which reference book is best for which type question. Vary questions to match curriculum area.
- 2.04.7 As a class develop a rubric to evaluate the accuracy and reliability of articles in magazines, newspapers, Internet, and/or TV.
  - a. Have students bring advertisements to discuss and evaluate the reliability and accuracy of the product claim (either food or drug-related).
  - b. Have students create a commercial based on (the product, a new product, better product) to advertise its health benefits.